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## IMMIGRANT EDUCATION

This bulletin aims to set forth briefly the program and policy of the Education Department relative to immigrant education. It proposes to present to Americanization workers certain ideas and ideals fundamental to their work, and to indicate a definite, comprehensive program, which shall centralize all existing Americanization agencies and enlist their cooperation. The statistics concerning the number of non-English-speaking and illiterate persons in the State show the need of such a program.

Although the training of teachers for instructing immigrants in the English language and in the principles of citizenship has been the chief aim of the Department in dealing with the problem up to this time, it now proposes to extend its work by promoting the education of all illiterates, native as well as foreign-born, so that all may be united by the bonds of a common language, common standards, and common ideals. Its first duty is to help the native-born to a living realization of all that Americanism means, and its second duty is to help the foreign-born gain the vision and live it.

To show the widespread and enthusiastic approval of immigrant education by the people of the State and to indicate the scope of its program, the Department presents in this bulletin recent legislation concerning immigrant education in New York State.

A reading list, which includes sources, references, methods and texts, is also included as a guide for further study and investigation.

WILLIAM C. SMITH

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(Revised to January 1, 1920)

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# WHAT EVERY AMERICANIZATION WORKER SHOULD KNOW

- 1 The background of the life of the foreign-born.
  - a Geography of the native land
  - b Main features in its history
  - c Social and political life
  - d Religious life
  - e Education
  - f Racial characteristics
- 2 The reasons for coming to America.
  - a Economic
  - b Social
  - c Political
  - d Religious
  - e Military
- 3 The means by which the foreign-born may best satisfy the longing which brought him here.
  - a Finding the work he is best fitted to do
  - b Learning the language of America
  - c Becoming acquainted with American laws, customs and standards of living
  - d Becoming a citizen
  - e Learning to know the outside agencies which can help him and enlarge his vision
  - f Cooperating with the native American to promote and uphold real Americanism
- 4 The most successful ways and means of teaching English and the principles of American citizenship to the foreign-born.
- 5 The value and beauty of all that the foreign-born brings us in his "gifts of mind, heart and hand."
- 6 The ideals of our democracy as set forth in the constitution.
  - a Political life; "A government of the people, by the people and for the people"
  - b Social life; "A man's a man for a' that"
  - c Industrial life; "A square deal"
  - d Religious life; "Freedom to worship God"
- 7 The ideals of our democracy as determined by the united purpose of foreign-born and native-born to create a new and better America.
- 8 The necessity of the foreign-born joining hands with the native-born to make these ideals of our democracy a living reality.

## STATISTICS

*1910 census*

Total population of New York State.....	9 113 614
Total number of foreign-born.....	2 748 011
Total number of illiterates, 10 years of age and over..	406 020
Foreign-born whites, 10 years of age and over, illiterates	362 025
Foreign-born whites, 10 years of age and over, unable to speak English .....	597 012

These figures impress the vital need of an immediate carrying out of a comprehensive Americanization program in New York State.

The Americanization work of the State Department of Education has as its main objectives:

- 1 To eliminate illiteracy
- 2 To carry the message of democracy and American ideals to non-English-speaking and illiterate residents of New York State
- 3 To bring about friendly cooperation between the various foreign groups and the native-born
- 4 To make America safe for democracy in every community

Increased interest in Americanization is an outgrowth of the war with the startling revelations of the draft concerning the number of non-English-speaking and illiterate persons in our population. Americanization challenges us as members of a democracy to prove our right to the name. A real democracy must be based upon a common language, common purpose, a common ideal and an intelligent electorate. This thought was well expressed by Dr John H. Finley when he said:

"We must recognize that thousands of aliens in this State are but waiting for an opportunity to acquire the common tongue of our social and civic life. Teaching the common language of America is incontestably the first duty of a democratic state. It is the duty of the school to teach the common language not only because it is the very cement of all social and political fabric, but because it is a possession which every man, woman and child must have to attain real citizenship. In many communities of the State, public schools and private associations are doing much to help the alien illiterates to acquire the tongue of this democracy.

"Should not the State now, seriously, vigorously, and specifically, undertake to reduce adult illiteracy as it has with such success reduced child illiteracy? Every argument for training a child into



a knowledge of English and citizenship is equally good for the alien who is ignorant of our language, customs and ideals, but who wishes to become a worthy American citizen."

Since it is evident that teachers must have special training to carry on this work, the State Department of Education, in cooperation with colleges and normal schools and with local school authorities, is giving short unit courses on "principles and methods of immigrant education," in some of the larger cities of the State and in smaller districts where the number of foreign-born makes the need of this instruction imperative.

The first institutes, as they have been called, were held during July and August, 1918, in Buffalo, Rochester, Syracuse, Albany and New York City. More than 1000 teachers and social workers took advantage of this opportunity to make themselves more capable of understanding the foreigner and of helping him.

Similar institutes have been held during the winter of 1918-19 at Hempstead, Roslyn, Babylon, Huntington, Yonkers, New York City, Albany, Utica, Syracuse, Buffalo and Watertown. The State now has about 2500 persons trained and equipped to carry out its program. Summer sessions will be held at Syracuse University, New York State College for Teachers, Teachers College of Columbia University, and Hunter College.

Wherever institutes are held and the whole district thoroughly organized for the work, immediate results are evidenced in the starting of factory classes, the forming of new classes in night schools and in the homes or community centers.

## OUTLINE OF THE SHORT UNIT COURSE

**Aim.** The aim of the course is to interpret the meaning of Americanization, to furnish to persons interested in Americanization a definite background for further study and practice, to develop competent teachers to give the immigrant instruction in the English language and to familiarize him with American customs, laws and standards of living.

**Length of the course.** The course usually consists of fifteen sessions of two hours each, which fulfils the Regents requirement for one point. Two lectures are given at each session.

**Scope of the work.** The subjects under discussion include: ethnological aspects of the immigrant, state and federal plans for Americanization, economic aspects of immigration and their interpretation, organization and supervision of English and citizenship

classes, methods of teaching English to foreigners, aids in developing a good pronunciation, methods of teaching civics and preparing for naturalization, Americanization through the library, and means of cooperation by all existing agencies of Americanization.

**Instructors.** The instructors in these courses are all persons of intensive training and wide experience as students and teachers in this line of work. The instructors are selected from the ranks of local educational authorities and also from the following list:

- William C. Smith, Supervisor of Immigrant Education, New York State Department of Education, Albany
- Clara B. Springsteed, Assistant in Immigrant Education, New York State Department of Education, Albany
- Charles Towne, Supervisor of Immigrant Education, Boston, Mass.
- H. D. Rickard, Principal of Putnam School, Syracuse
- Charles E. Finch, Director of Immigrant Education, Rochester
- Dr Edward Steiner, Grinnell College, Iowa
- Dr David Hutchinson, Professor of Civics and Government, State College for Teachers, Albany
- Adam Walker, Professor of Sociology and Economics, State College for Teachers, Albany
- Harriet P. Dow, Field Secretary, Yorkville Neighborhood Association, New York City
- Elas Alsberg, National Council of Jewish Women, New York City
- Allen T. Burns, Director, Study of Americanization, Carnegie Corporation, New York City
- Mrs V. A. Simkhovitch, Director, Greenwich House, New York City
- H. A. Miller, Secretary, Mid-European Union, Washington, D. C.
- Reginald Heber Smith, former Counsel in Chief, Boston Legal Aid Society
- Nathan Peyser, Executive Director, Educational Alliance, New York City
- Mrs Nellie Michaelson, Rochester
- John J. Mahoney, Principal, State Normal School, Lowell, Mass.
- Merten A. Sturges, Chief Examiner, Bureau of Naturalization, New York City
- William McAndrew, Associate Superintendent of Schools, New York City



E. E. Bach, Director of Americanization Bureau, Pennsylvania  
George Eisler, American House, Cincinnati, Ohio

M. A. Ravage, Author and Publicist, New York City

Henry H. Goldberger, Lecturer, Teachers College, New York  
City

Robert T. Hill, War Camp Community Service, New York City

John Collier, People's Institute, New York City

Pierre Vampiere, University of Michigan, Ann Arbor, Mich.

Dr Caroline Hedger, Social Welfare Worker in Chicago Stock  
Yards, Chicago, Ill.

Margery Quigley, Endicott Public Library, Endicott

Mrs Helen Horvath, Specialist in Work with Foreign-born  
Women, Cleveland, Ohio

Dr George E. Smith, Deputy Superintendent of Schools, Buffalo

Henry E. Jenkins, District Superintendent of Schools, New  
York City

Esther E. Lape, Section of Aliens, Council of Women's Organi-  
zations, New York City

**Qualifications for the course.** Any person who has a high school education or its equivalent, who speaks English clearly and distinctly, and who is vitally interested in the problems of Americanization is eligible to the course.

**Visitors.** Visitors who are unable to attend the course regularly or pursue it for credit are welcome to any or all of the lectures.

**Credit.** The University of the State of New York will certify the attendance and satisfactory completion of the course. School authorities will give preference to those holding this certificate when considering applicants for work with foreign-born adults.

#### **Requirements of the course.**

- 1 Regular attendance at 80 per cent of the sessions of the course.
- 2 A carefully prepared notebook containing notes on all the lectures given at the institute. This notebook must be submitted for examination at the end of the course.
- 3 Book reviews as assigned by the local director.
- 4 A paper which indicates definite research and original thought.
- 5 A final examination which will be a real test of the main lines of thought presented at the institute.

**Practical demonstrations.** Wherever possible opportunities for visiting evening, factory and neighborhood classes are given to

students of the course in order that they may observe various methods in operation and judge of their efficacy.

**Volunteer work.** The local directors of institutes organize and supervise factory, home and neighborhood classes which are taught by volunteers from the Americanization course in session.

## AMERICANIZATION INSTITUTE

### TOPICS FOR STUDY AND RESEARCH

1919

- 1 Organizing classes
- 2 The problems of the evening school
- 3 The factory class
- 4 Home instruction—its difficulties and possibilities
- 5 The direct method
- 6 The Gouin method
- 7 Methods in teaching English to the foreign-born
- 8 Aids in developing a good pronunciation
- 9 Methods of preparing for naturalization
- 10 A comparison of traits of different nationalities in America
- 11 The approach to the immigrant
- 12 The assimilation to the immigrant
- 13 The immigrant's share in construction work on our railways
- 14 Peonage
- 15 The Padrone: Italian; Greek
- 16 The economic effects of returned immigrants upon Italy
- 17 How to become a naturalized citizen
- 18 How American citizenship may be lost
- 19 Naturalization treaties between the United States and foreign states
- 20 The claims of foreign governments on naturalized citizens of the United States
- 21 The status of aliens in the military, naval and merchant service of the United States
- 22 The citizenship of women
- 23 The citizenship of minor children
- 24 The legal effect of a declaration of intention on women and minor children
- 25 The status of the alien woman in her native land
- 26 A comparative study of the alien woman in America (*a*) The woman in industry, (*b*) The woman in the home
- 27 The Americanization of the alien woman

- 28 Immigration after the war
- 29 The attitude of the foreign-born American to reconstruction
- 30 Socializing classes for immigrants
- 31 Americanizing as an after-war policy
- 32 Illiteracy in New York State
- 33 The district or zone system of immigrant education in New York State
- 34 The immigrant's reaction to the war

## LEGISLATION AFFECTING EDUCATION OF THE FOREIGN-BORN IN NEW YORK STATE

### Laws of 1918, Chapter 409

An act to amend the Education Law, in regard to the maintenance  
of night schools in cities and school districts.

*The People of the State of New York, represented in Senate and  
Assembly, do enact as follows:*

Section 1 Section 311 of article 11 of chapter 21 of the Laws of 1909, entitled "An act relating to education, constituting chapter 16 of the Consolidated Laws," as amended, is hereby amended by substituting therefor a new section to read as follows:

§ 311 **Kindergartens; night schools.** The board of education of each school district and of each city may maintain kindergartens which shall be free to resident children between the ages of four and six years.

Night schools wherein the common branches and such additional subjects as may be adapted to students applying for instruction are taught on three nights each week, for two hours each night, shall be maintained by the board of education:

1 In each city of the first class throughout the duration of the day school term.

2 In each city of the second class on at least one hundred nights.

3 In each city of the third class on at least eighty nights.

4 In each city not subject to the foregoing provisions and in each school district where twenty or more minors between the ages of sixteen and twenty-one years are required to attend school, or where twenty or more persons over the age of sixteen years make application for instruction in a night school, for at least seventy-five nights.

All night schools shall be free to all persons residing in the districts or city.

§ 2 This act shall take effect September 1, 1918.

### Laws of 1918, Chapter 415

An act to amend the Education Law, to require the attendance at school of non-English-speaking and illiterate minors.

*The People of the State of New York, represented in Senate and Assembly, do enact as follows:*

Section 1 Article 23 of chapter 21 of the Laws of 1909, entitled "An act relating to education, constituting chapter 16 of the consolidated laws," as amended by chapter 140 of the Laws of 1910 is hereby amended by adding thereto a new section, to read as follows:

§ 637 **Attendance of illiterate minors.** 1 Every minor, between sixteen and twenty-one years of age, who does not possess such ability to speak, read and write the English language, as is required, for the completion of the fifth grade of the public or private schools of the city or school district in which he resides, shall attend some day or evening school or some school maintained by an employer as hereinafter provided in subdivision six of this act, in the city or district in which he resides throughout the entire time such school is in session; provided that no such minor be required to attend, if the commissioner of health, or the executive officer of the board or department of health of the city, town, village or district, where such minor resides, or an officer thereof designated by such board, department or commissioner shall deem such minor physically or mentally unfit to attend.

2 Any minor subject to the provisions of this section, who wilfully violates any provisions of this section, shall be punished by a fine of not exceeding five dollars.

3 Every person having in his control any minor subject to the provisions of this section shall cause such minor to attend a school as hereby required; and if such person fails for six sessions within a period of one month to cause such minor to so attend school, unless the commissioner of health or the executive officer of the board or department of health of the city, town, village or district where such minor resides or an officer thereof designated by such board, department or commissioner shall certify that such minor's physical or mental condition is such as to render his attendance at school harmful or impracticable, such person shall, upon complaint by a truant officer and conviction thereof, be punished by a fine of not more than twenty dollars.

4 Whoever induces or attempts to induce such minor to absent himself unlawfully from school or employs such minor except as

is provided by law, or harbors such who, while school is in session, is absent unlawfully therefrom, shall be punished by a fine of not more than fifty dollars.

5 The employer of any minor subject to the provisions of this section shall procure from such minor and display in the place where such minor is employed the weekly record or regular attendance upon a school and it shall be unlawful for any person to employ any minor subject to the provisions of this section until and unless he procures and displays said weekly record as herein provided. It shall be the duty of the teacher or principal of the school upon which he (such minor) attends to provide each week such minor with a true record of attendance.

6 Any employer may meet the requirements of this act by conducting a class or classes for teaching English and civics to foreign-born in shop, store, plant or factory, under the supervision of the local school authorities, and any minor subject to the provisions of this act may satisfy the requirement by attendance upon such classes.

§ 2 This act shall take effect September 1, 1918.

### Laws of 1919, Chapter 617

An act to amend the Education Law, in relation to providing instruction to illiterates and non-English-speaking persons over sixteen years of age, and making an appropriation therefor.

*The People of the State of New York, represented in Senate and Assembly, do enact as follows:*

Section 1 Section 94 of chapter 21 of the Laws of 1909, entitled "An act relating to education, constituting chapter 6 of the Consolidated Laws," as amended by chapter 140 of the Laws of 1910, is hereby amended by inserting therein, after subdivision 11-a, two new subdivisions to be respectively, subdivision 11-b and subdivision 11-c, to read as follows:

11-b The Commissioner of Education is hereby authorized to divide the State into zones and to appoint directors thereof, teachers, and such other employees as may be necessary to promote and extend educational facilities for the education of illiterates and of non-English-speaking persons.

11-c The board of estimate and apportionment of a city, the council of a city, or the common council of a city, the board of supervisors of a county, the board of trustees of an incorporated village, the town board of a town, may make appropriations to aid



and promote the extension of education among the illiterates and non-English-speaking persons within the jurisdiction of these respective bodies.

§ 2 The sum of one hundred thousand dollars (\$100,000) or so much thereof as may be necessary is hereby appropriated to the Commissioner of Education for carrying out the provisions of this act.

§ 3 This act shall take effect immediately.

### Concurrent Resolution of the Senate and Assembly

*Proposing an amendment to section 1 of article 2 of the constitution, in relation to qualification of voters.*

Section 1 Resolved (if the Senate concur), That section 1 of article 2 of the constitution be amended to read as follows:

Section 1 Every citizen of the age of twenty-one years, who shall have been a citizen for ninety days, and an inhabitant of this State one year next preceding an election, and for the last four months a resident of the county and for the last thirty days a resident of the election district in which he or she may offer his or her vote, shall be entitled to vote at such election in the election district of which he or she shall at the time be a resident, and not elsewhere, for all officers that now are or hereafter may be elected by the people, and upon all questions which may be submitted to the vote of the people, provided however that a citizen by marriage shall have been an inhabitant of the United States for five years; and provided that in time of war no elector in the actual military service of the State, or of the United States, in the army or navy thereof, shall be deprived of his or her vote by reason of his or her absence from such election district; and the Legislature shall have power to provide the manner in which and the time and place at which such absent electors may vote, and for the return and canvass of their votes [in the election districts in which they respectively reside].

*Notwithstanding the foregoing provisions, after January first, one thousand nine hundred and twenty-two, no person shall become entitled to vote by attaining majority, by naturalization or otherwise, unless such person is also able, except for physical disability, to read and write English; and suitable laws shall be passed by the Legislature to enforce this provision.*

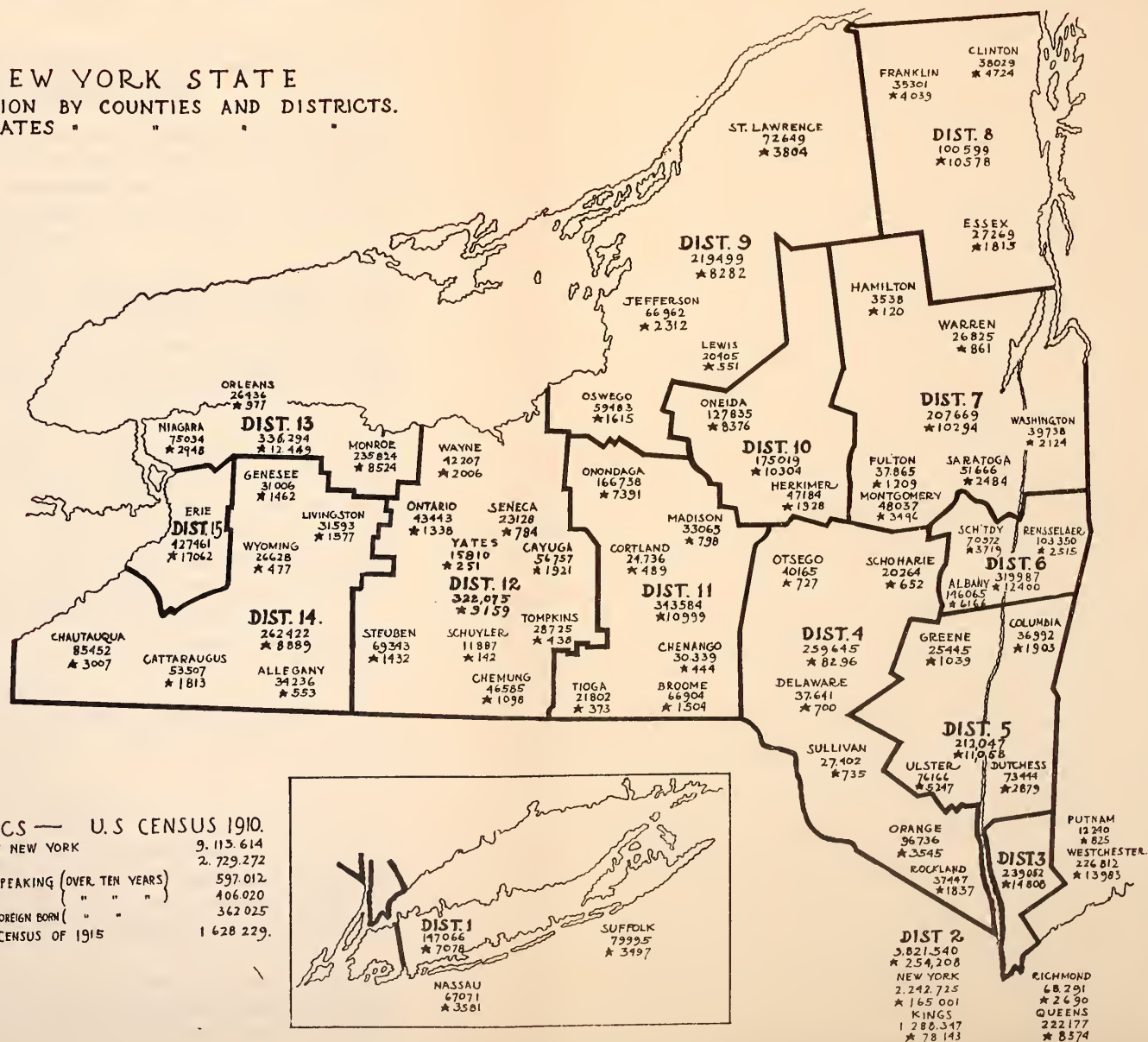
§ 2 Resolved (if the Senate concur), That the foregoing amendment be referred to the Legislature to be chosen at the next general







# NEW YORK STATE POPULATION BY COUNTIES AND DISTRICTS. ★ ILLITERATES " " " " " "





election of senators, and in conformity with section 1 of article 14 of the constitution be published for three months previous to the time of such election.

## PLANS FOR FUTURE AMERICANIZATION WORK IN NEW YORK STATE

It is proposed to divide the State into fifteen zones (see accompanying map). These zones have been worked out on the following basis: (1) purposes of administration (local), (2) number of illiterates and non-English-speaking in each district (8 to 12,000), (3) natural geographical divisions.

It is proposed to organize under a director or supervisor a representative group of local Americanization committees, representing all the activities and forces functioning in Americanization service; for example, public schools, civic bodies, chambers of commerce, Rotary clubs, women's organizations, industries, foreign societies and leaders, social and civic forces including Y. M. C. A., Y. W. C. A., K. of C., Y. M. H. A. etc.

The function of this director will be to administer the State's activities through the local forces, to coordinate the local activities behind the public school *extension* program, to arouse and focus public attention and enlist volunteer activity upon constructive Americanization, to supervise the teachers trained in institutions through local cooperation of public school authorities, and to arrange local training centers when and where needed.

The zone plan involves the following program of immigrant education:

- 1 Opening of evening schools
- 2 Extension and stimulation of evening school activities
- 3 Promotion of factory classes
- 4 Promotion of home classes
- 5 Promotion of community classes
- 6 Promotion of citizenship classes
- 7 Promotion of history and civics instruction
- 8 Participation by the foreign-born in the advantages which the State offers in agricultural lines; home demonstrations (Cornell), health education, visual instruction, vocational instruction and guidance, and civic activities

Various phases of this program have been successfully demonstrated in whole or in part in Syracuse, Rochester, Buffalo, Watertown, Albany and New York City and also in the northern counties.

Each zone involves the following types of Americanization work: (1) educational, (2) industrial, (3) social.

Governor Smith said in his Assembly message: "Ignorance is the greatest ally of our poor citizenship. It should be our objective that no person in this State who can be brought under our influence should be without the ability to read and write, or without a clear conception of our American institutions and ideals." New York may attain this supreme educational achievement if it will.

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Bureau of Education, Washington, D. C.

Bureau of Naturalization, Washington, D. C.

Council of Jewish Women, 146 Henry st., New York, N. Y.

Inter-racial Council, 120 Broadway, New York, N. Y.

National Americanization Committee, 29 W. 39th st., New York,  
N. Y.

National Catholic War Council, 930-32 14th st., Washington, D. C.

National Security League, 19 W. 44th st., New York, N. Y.

North American Civic League, Boston, Mass.

Y. M. C. A.

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